

Acklam Grange School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Acklam Grange School
Number of pupils in school	1469
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	M Laidler Head Teacher
Pupil premium lead	A Gika Assistant Head Teacher
Governor / Trustee lead	S Warren School Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£618,020
Recovery premium funding allocation this academic year	£78,043
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£696,063



Part A: Pupil premium strategy plan

Statement of intent

At Acklam Grange School, our overarching intent is that all students, regardless of background or starting point, can make good progress and achieve academically across all subject areas. The focus of our pupil premium strategy is to ensure that our vulnerable and disadvantaged students have the same opportunities to make progress as those students who are non-pp, and to remove any barriers that may prevent this from happening. This is primarily driven through our whole school Curriculum Intent and focus on high quality teaching and learning:

Preparing students for life in modern Britain and raising aspirations through:

- Broad and Balanced Curriculum
- Equality of opportunity regardless of background
- Equity for all students by overcoming barriers – low aspirations/low levels of literacy and numeracy/low self-esteem ensuring no-child from the AGS family gets left behind.
- High expectations for students to:
 - Think Hard
 - Know more
 - Communicate effectively
 - BeKind

Underpinned by our PRIDE values of Perseverance, Respect, Initiative, Direction and Expression

Our pupil premium strategy is reflected in our whole school development plan, with a focus on developing not just the academic ability of our disadvantaged pupils but also ensuring they are able to attend school regularly, maintain positive mental health and experience enhancement opportunities to grow their all-round character. This strategy forms an integral part of the whole school approach to raising attainment and securing opportunities for young people to move on to further education or apprenticeships.

A firm understanding of the local context of our school also heavily contributes to our identification of challenges as well as our ability to identify the needs of our pupil



premium students. In order to ensure our strategy is successful we will continue to respond to challenges, intervening as a need is identified. We will engage with the EEF education evidence to selectively implement those strategies that are proven to impact on progress as well as internal data that supports the effectiveness of our chosen activities.

We have a clear understanding that each student's needs will be personal to them, with no pre-conceived assumptions about disadvantaged students, and having high aspirations for all our young people.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																										
1	<p>Literacy: Higher numbers of pupils eligible for PP are in the red and amber literacy profile range. Therefore, pupils eligible for PP present as making slower progress in reading and spelling through their literacy profiles at KS3 than non-PP students, which may prevent them from making as good progress as those non-PP students in KS4.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>29%</td> <td>31%</td> <td>25%</td> <td>40%</td> <td>22%</td> <td>32%</td> </tr> <tr> <td></td> <td>29%</td> <td>39%</td> <td>35%</td> <td>35%</td> <td>24%</td> <td>37%</td> </tr> <tr> <td></td> <td>22%</td> <td>15%</td> <td>11%</td> <td>11%</td> <td>24%</td> <td>17%</td> </tr> <tr> <td></td> <td>20%</td> <td>14%</td> <td>29%</td> <td>14%</td> <td>31%</td> <td>14%</td> </tr> </tbody> </table> <p>Covid Impact: PP pupils nationally have much lower access to appropriate reading materials, which will have been detrimental to maintaining literacy progress during the lockdown period.</p>		Year 7		Year 8		Year 9			PP	Non-PP	PP	Non-PP	PP	Non-PP		29%	31%	25%	40%	22%	32%		29%	39%	35%	35%	24%	37%		22%	15%	11%	11%	24%	17%		20%	14%	29%	14%	31%	14%
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2	<p>Attainment: While our PP students, P8 +0.22, continue to achieve above the national average, P8 -0.46, an attainment gap does exist for high band pupils eligible for PP as well as particularly white British males eligible for PP. Covid Impact: A number of PP pupils did not have consistent access to home learning due to barriers with parental communication / access to technology / low aspiration.</p>																																										
3	<p>Behaviour/Exclusions: While our PP fixed term exclusions (6.51%) remain significantly below the national figure (26.69%) Pupils eligible for PP receive</p>																																										



	significantly more Reflect referrals than non-PP students, and have a higher % of low level behaviours leading to consequences within the in school behaviour system– this has reduced over the last 3 academic years but remains a barrier Covid Impact: Key PP pupils who require clear boundaries may have struggled being away from the routines and expectations of school leading to a settling in period which may present with behaviour challenges
4	Attendance: Pupils eligible for PP make up a higher % of P.A students (26.69%) than non-PP (14.7%). P.A figures had been on a 5 year downward trend, but the impact of Covid on attendance has been significant. Covid Impact: P.A students who have been away from school for a significant length of time due to lockdown have been even more reluctant to return.
5	Parental Engagement: Parents of pupils who are eligible for PP have historically had lower attendance to school engagement opportunities such as parent’s evenings. While data for this is absent from the last year due to lockdown, this is also evident in relation to parental engagement around attendance, and behaviour for key PP students. Covid Impact: Due to restrictions there have been less opportunities to engage with parents face to face, which supports positive relationship building with key parents – some of these key relationships will need to be re-established.
6	Mental Health & Wellbeing: Over the pandemic there has been a significant increase in referrals to social care, along with students using our mental health support in school. A large portion of these students are students eligible for PP. Students who are vulnerable will struggle with attendance and behaviour, which in turn will lead to poor progress alongside a decline in mental health. This is a new focus for our Pupil Premium strategy as a prominent outcome of Covid.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> Targeted reading interventions for those students who are not making appropriate progress through the targeted waves of intervention 1-4 Let’s Get Going standards checks demonstrate that all students in Y7-Y9 consistently have reading books in order to access Read to Succeed QA process positive outcomes Word Walls are visible through teaching and learning, with relevant and subject specific vocabulary Ensuring all students have a clear use of the LRC through a monitored 	<ul style="list-style-type: none"> Literacy profiles for student moving from Y7 –Y8 / Y8-Y9 show a % increase in improved reading and spelling A visible love of reading evident through the Read to Succeed programme for all students Word walls are embedded in the curriculum across the whole school as evidenced through the QA T&L PP students regularly accessing a range of reading materials from the LRC



<p>timetable across English and LGG across year groups</p> <ul style="list-style-type: none"> • Students have engaged with our Read around the world challenge, captured through positive student voice 	
<ul style="list-style-type: none"> • Clear strategies evident in subject progress meetings for underachieving PP pupils at each data drop • Faculty Leaders provided with lists including photos of PP students to target and support after each data drop. • A robust intervention programme in place which is personalised to individual learners in order to promote good progress for all students • Developing a robust overview of pupil's home learning situations to identify the needs of PP pupils in order to support blended learning • Use of Teaching and Learning handbook strategies are evident across the QA cycle. 	<ul style="list-style-type: none"> • Maintained Positive P8 score for pupils eligible for PP • Progress evident from each data drop point – with key groups within PP identified and tracked as attainment data is gathered • PP funding and LA support utilised to ensure all PP pupils are able to access home the technology needed to interact with different apps.
<ul style="list-style-type: none"> • Share It, Shelve It, Space for It strategy and use of PRIDE token provides clear supportive structure for pupils in order to self-regulate and manage their emotions before situations escalate • ARC Forum, Super ARC and extended safeguarding team to continue to monitor key pupils – with key students discussed half termly and clear support plans in place • Use of Discovery programme and updated BMods support students in de-escalating pupils • Sharing of key information through the key student index allows for improved planning for all staff 	<ul style="list-style-type: none"> • Number of Reflect referrals and FTE's for pupils eligible for PP reduces from Term 1 to Term 6 • ARC Forum SoS Stages show a decrease for key vulnerable PP students due to robust support in place • PP students who have engaged with a behaviour support action sees a decrease in behaviour incidences over a term.
<ul style="list-style-type: none"> • PP attendance has improved to fall in line with national average, specifically with P.A PP students. • Robust re- application of the ACC process to build effective support 	<ul style="list-style-type: none"> • P.A pupils eligible for PP remain below the national average (12.4%) and begin to return to a downward trend to below 15% in



<p>systems for parents of P.A pupils eligible for PP</p> <ul style="list-style-type: none"> • Removing barriers to attendance through PP funding support around uniform, transport, equipment 	<p>2021 22, decreasing annually over the next three years.</p> <ul style="list-style-type: none"> • A majority of pupils eligible for PP who participate in ACC's show improvement in attendance with court action or FPNs
<ul style="list-style-type: none"> • Regular reporting on parents evening attendance which allows pastoral teams to properly target key families – <i>including those engaging in schoolcloud</i> • Use of year on year tracking is embedded to monitor parents' engagement over a student's time at AGS – allowing pastoral teams to support and intervene where needed • Additional parent /carer afternoons to be put in place to accommodate PP families at more agreeable / intimate times of the day 	<ul style="list-style-type: none"> • Regular reporting and problem shooting at SLT embedded following each event • Identified PP parents show improvement in school engagement following pastoral contact
<ul style="list-style-type: none"> • Student voice indicates an improvement in mental health and wellbeing of students • Students are accessing and utilising support systems put in place by the pastoral teams effectively and can articulate what support is available 	<ul style="list-style-type: none"> • PP students across the ARC Forum process reduce from SOS3/2* to SOS 2/1 over the academic year • Reduction in referrals to CAMHS or other external services for student mental health



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 263,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT Testing - to establish clear baseline data and identify students who need targeted support.</p> <p>Data shared with teachers to inform planning</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Additional Recruitment Maths & English based on the evidenced opportunity for impact in smaller teaching groups:</p> <ul style="list-style-type: none"> • Additional opportunities to provide feedback on pupils • Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils. <p>-EEF Toolkit</p>	<p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.</p> <p>-EEF Evidence Base Teacher Toolkit</p>	<p>1,2</p>



<p>Read to Succeed Strategy embedded in tutor time, with the addition of reading opportunities at the start of lessons to support literacy development.</p> <p>Staff training on different reading strategies mapped into the CPD programme.</p>	<p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>-EEF Evidence Base Teacher Toolkit</p>	<p>1,2,6</p>
<p>AGS Inspire CPD Programme - ongoing focus on metacognition, subject specific skills development, T&L Handbook strategies to develop high quality teaching in the classroom.</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>-EEF Evidence Base Teacher Toolkit</p>	<p>2</p>
<p>Online Learning Platforms - encouraged use of a range of metacognition and self-regulation strategies specifically around the use of online apps and revision strategies</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes</p> <p>-EEF Evidence Base Teacher Toolkit</p>	<p>2,5</p>
<p>QA Curriculum Reviews – robust cycle for monitoring the quality of teaching and working with subject teams on how to improve practice to ensure the best</p>	<p>Year 7 Academic Progress: 95% of all PP students are working towards or at their target grade in English (Gap 3%)</p>	<p>2</p>



possible outcomes for students.	<p>97% of PP students are working towards or at their target grade in Maths (Gap 2%)</p> <p>78% of PP students are working towards or at their target grade in Science (Gap 8%)</p> <p>Year 8 Academic Progress:</p> <p>90% of PP students are working towards or at their target grade in English (Gap 7%)</p> <p>94% of PP students are now working towards or at their target grade in Maths (Gap 1%)</p> <p>81% of PP students are working towards or at their target grade in Science (Gap 11%)</p> <p>Year 9 Academic Progress:</p> <p>89% of PP students are working towards or at their target grade in English (Gap 10%)</p> <p>84% of PP students are working towards or at their target grade in Maths (Gap 1%)</p> <p>81% of PP students are working towards or at their target grade in Science (Gap 11%)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 154,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Mentoring (KS4)</p> <p>Targeted students</p>	<p>Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Programmes which have a clear structure and expectations, provide training and support for mentors,</p>	2,3,4,5



	and recruit mentors who are volunteers, are associated with more successful outcomes -EEF Evidence Base Teacher Toolkit	
Targeted Intervention Tutor Groups to provide opportunities for additional and targeted maths and science intervention.	Internal data demonstrates the achievements of targeted PP students in maths and English, as outlined in the PP strategy outcomes in Section B.	2,4
Personalised Timetables to support student engagement for key students to support progress	Internal data demonstrates an increase in attendance and attainment for key students who have been placed on personalised timetables -particularly PA students.	2,3,4,5
AGS Know It (KS3) - meta-cognition development	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. -EEF Evidence Base Teacher Toolkit	1,2
Resource Access - revision guides; resources; contingency for PP students to access resources	Internal data demonstrates the achievements of targeted PP students, as outlined in the PP strategy outcomes in Section B.	2,4,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 200,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Recruitment in Pastoral team - AAHT; Welfare Officer; School counsellor	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills	3,4,5,6



	<p>are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>-EEF Evidence Base Teacher Toolkit</p>	
<p>Development of AEW0 role to further engage parents out in the community and support the removal of potential attendance barriers</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions</p> <p>-EEF Evidence Base Teacher Toolkit</p>	4,5,6
<p>ARC Services - a wide range of personal development services including school counsellor, keyworkers, personalised learning centre, targeted workshops around a range of mental health issues as well as social skills development and support planning.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills</p>	3,4,5,6



	<p>and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>-EEF Evidence Base Teacher Toolkit</p>	
<p>Targeted support from Careers Advisor, including access to guest speakers and college opportunities as well as 1:1 support around next steps for education. (KS4)</p>	<p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils</p> <p>-EEF Evidence Base Teacher Toolkit</p>	2,6,4
<p>PP contingency/enhancement support - uniform; trips; DofE/CCF; equipment - a pot to intervene with the social needs of PP students who may have barriers arise that are unforeseen.</p>	<p>Internal case studies shows that removing barriers around access to uniform, equipment and enhancement opportunities has a positive impact on improving student attendance and school engagement.</p>	3,4,5,6
<p>PP Music Project - to provide opportunities for key students to engage with a musical instrument as well as developing motor skills and discipline in group sessions.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of</p>	3,4,6



	arts-based approaches with overall educational attainment -EEF Evidence Base Teacher Toolkit	
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Total budgeted cost: £ 618,020



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 7

Academic Progress:

- 95% of all PP students are working towards or at their target grade in English (Gap 3%)
- 97% of PP students are working towards or at their target grade in Maths (Gap 2%)
- 78% of PP students are working towards or at their target grade in Science (Gap 8%)

Year 8

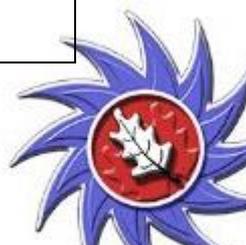
Academic Progress:

- 90% of PP students are working towards or at their target grade in English (Gap 7%)
- 94% of PP students are now working towards or at their target grade in Maths (Gap 1%)
- 81% of PP students are working towards or at their target grade in Science (Gap 11%)

Year 9

Academic Progress:

- 89% of PP students are working towards or at their target grade in English (Gap 10%)
- 84% of PP students are working towards or at their target grade in Maths (Gap 1%)
- 81% of PP students are working towards or at their target grade in Science (Gap 11%)



Year 10*Data against 2019 estimates and (2020 4Matrix estimates)

Academic Progress

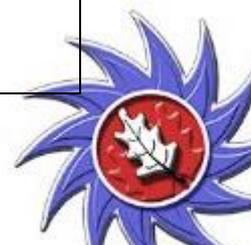
In the last academic year September 2020 to June 2021, Y10 students made the following progress and were on track for the following results in the exam series 2022:

- PP Progress 8 = +0.24 (-0.21)
- PP Attainment 8 = 45.22
- 54% of all PP students to achieve a standard pass E/M basics (Grade 9-4)
- 34% of all PP students to achieve a good pass E/M basics (Grade 9-5)
- 6% of all PP students to achieve a high pass E/M basics (Grade 9-7)
- 25% of all PP students are eligible for the Ebacc. 23% to achieve a standard pass and 21% to achieved a good pass.
- 75% of all PP students to achieved an English pass (9-4), 48% to achieve a good English pass (9-5) and 10% to achieve a high English pass.
- 56% of all PP students to achieve a Maths pass (9-4), 42% to achieved a good Maths pass (9-5) and 15% to achieve a high Maths pass.
- 73% of all PP students to achieved 5x 9-4 grades, 44% to achieve 5x 9-5 grades and 18% to achieve 3x 9-7 grades.
- Progress for PP in English is estimated to be -0.07 (-0.35), and +0.12 (-0.31) in Maths

Year 11 outcomes August 2021* CAG data against 2019 estimates and (2020 estimates)

Academic Progress

- PP Progress 8 = +0.69 (+0.22)
- PP Attainment 8 = 48.81
- 63% of all PP students achieved a standard pass E/M basics (Grade 9-4)
- 37% of all PP students achieved a good pass E/M basics (Grade 9-5)
- 8% of all PP students achieved a high pass E/M basics (Grade 9-7)
- 14% of all PP students were eligible for the Ebacc. 13% achieved a standard pass and 11% achieved a good pass.
- 81% of all PP students achieved a standard English pass (9-4), 50% achieved a good English pass (9-5) and 10% achieved a high English pass.
- 71% of all PP students achieved a standard Maths pass (9-4), 45% achieved a good Maths pass (9-5) and 17% achieved a high Maths pass.
- 80% of all PP students achieved 5x 9-4 grades, 51% achieved 5x 9-5 grades and 31% achieved 3x 9-7 grades.
- Progress for PP in English was +0.13 (-0.17), and +0.49 (+0.04) in Maths



Whole School:

Attendance*:

- Whole school PP attendance was 93.6%
- PP attendance was 2.4% better than the national average for 2019/20.
- The in-school gap for attendance was 2.6% compared to 4.2% national gap.
- PP persistent absenteeism was 20.2% which was 6.4% better than the National

*Data for Term 1 only

Attitudes to Learning:

- In Year 7 91% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 8 89% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 9 92% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 10 87% of all PP students demonstrated a good or outstanding attitude to learning
- In Year 11 90% of all PP students demonstrated a good or outstanding attitude to learning

Exclusions:

- FTE for PP students was 6.5% compared to 11.2% 2018/19 and 16.87% 2017/18
- PP FTE is 20% lower than the national PP FTE.
- National Gap for FTE was 20% compared to AGS school gap of 3.7%

Our latest ofsted report recognised the strategic use of PP funding to ensure gaps were closed and these students made rapid progress.

“Through closer monitoring, stronger support and improving teaching, disadvantaged pupils are making better progress.”

“Governors ask challenging questions of leaders to heighten accountability for pupils’ outcomes, especially those supported by the Pupil Premium funding.”



“Gaps in the achievement of different groups of pupils are closing rapidly at KS3 and current progress for pupils in receipt of the pupil premium funding is better than that of those not in receipt of the funding.”

“In 2015, pupils supported by the pupil premium achieved significantly higher value added scores and narrowed the gaps between their achievement and that of their peers.”

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Character Development Programme inc. I Can I Am Covid Support programme	Sports Leaders
Unifrog: A careers on-line platform that provides students with a wide range of information on careers and how subjects link to careers	CEIAG Faculty
Peer Tutoring Programme	Peer Tutor



Further information

Curriculum Enhancement – a wide range of extra-curricular and afterschool clubs are on offer across the school year. This is tracked carefully in order to ensure that all students are accessing personal development opportunities.

Aspiration building through a rewards and celebration focus – linking reward to academic achievement, attendance and behaviour goals.

Discovery Programme – working on targeted intervention designed to prevent students escalating to a point that leads to higher behaviour sanctions.

Across the behaviour and pastoral teams in school there is fortnightly meetings for each year group where students are discussed and individual support plans are reviewed.

Following each data entry there is a rigorous analysis with Senior leaders and faculty leaders, discussing each child and their current support needs.

High Quality Teaching & Learning remains a high priority, with a robust internal CPD programme – AGS Inspire, some key training delivered across the last academic year outlined below:

- ASD
- Checking for Understanding
- Explanations
- Literacy for remote learning
- Questioning and circulating the room
- Remote Learning
- Guided Practice
- 3x “Toolkit” sessions on pedagogy
- T&L Handbook and Academic Curriculum
- T&L – Oracy Toolkit

Personal Skills Programme delivered across KS3 to promote character development, alongside our PRIDE Curriculum RHSE programme, with Mindful techniques and regular opportunities for young people to explore mental health and self-regulation.

